SUPPORTS DURING TESTING
BASELINE RECORD
VTAAP FORM 3

In order to accurately measure student performance, students must <u>independently</u> demonstrate the target skill under testing conditions. Testing conditions should match the circumstances present after instruction has ended, when the student applies the skill in an authentic environment. The supports provided during testing of student performance must not provide assistance that changes the skill being measured. They also cannot direct the student to the correct answer in any way.

Some of the supports that are appropriate during *teaching* cannot be used during *testing*. A support can be judged acceptable only when it is considered in relation to the targeted skill and the student's needs. The statements below will help you evaluate the appropriateness of specific supports during testing.

The following statements MUST apply for a support to be considered acceptable during testing:
1. The support compensates for a disability-related deficit (e.g. motor, sensory, communication).
2. The support provides a different input or output mode that is necessary for the student to access the curriculum content and/or display their skills and knowledge.
3. The support does not guide the student to the answer, in any way.

The following statements SHOULD apply for a support to be considered acceptable during testing:
1. The support allows for maximum independence and will continue to be part of the target activity after instruction is completed.
2. The student has used the support consistently as part of the instruction for the task.
3. The same or similar support may be used by the student to function in other tasks.
4. The support provides a structure or format for generating responses, as opposed to specific answers.

The following statements CANNOT apply for a support to be considered acceptable during testing:
1. The support makes it possible for the student to complete the task without requiring/demonstrating the target skill.
2. The support gives the student clues to the answer.
3. The student's performance may be attributed to the use of the support rather than their own knowledge and skill.
4. The support prevents the student from making an error or inappropriately increases their chances of obtaining an accurate answer.

* These guidelines apply only to TESTING – baseline and endline data collection. Most of these supports are permissible during INSTRUCTION.